Increasing Motivation in Students Reading Competence in Alicia Guerra Public School (3rd Grade)

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ABSTRACT: Increasing third graders motivation in reading competence in Alicia Guerra public School through the application of several traditional strategies, used from different perspectives and the implementation of different strategies to improve reading skills is the purpose of this project. In the 21st century, the involvement of technology in the education system is an essential part of students' academic development. Technology plays an important role in students' daily life nowadays, however its usage in education have created a great impact in students learning, and a profound hit point in reading, because this is one of the first skill that everybody need to manage; before getting emerged in the technology´s world. The rapid spread of electronic communications has the capacity to affect the quality and efficiency of basic education throughout the world in dramatic ways – both positively and negatively. The ease with which teachers and students can gather information over the Internet on virtually any topic has the potential to transform instructional content and pedagogical practice. Moreover, courses developed by the best teachers in one country can be made available to students across many countries. The first phase of this project consists in apply a survey to the teachers of the school that are in charge of the third graders and those who involve the reading into their routines and main content. Secondly, the implementation of the strategies will be initiated, starting from simple things to the complex, some of them related to technological resources.

KEYWORDS: Motivation, Students, Reading Competence, Alicia Guerra Public School.

INTRODUCTION

From time to time people have wondered why reading is important. There seem so many other things to do with one's time. Reading is important for a variety of reasons (Davis).

Reading is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Children's reading literature indicates that reading achievement skills such as word reading, no word reading, reading fluency, and reading comprehension are important components of reading (National Institute for Child Health and Human Development, 2000). There is limited research on these achievement constructs with struggling adult readers.

Researchers comparing struggling adult readers to children often use word reading to match participants from the two groups (e.g., Greenberg; Read, Thompkins & Binder, 2003).

The fact that the adults are reading at levels comparable to children highlights the deficits these adults have in word reading. However, compared to children with similar word reading levels, adult readers have a relative strength in orthographic skills such as sight word reading (Greenberg et al.; Thompkins& Binder). Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Reading helps children focus on what someone else is communicating (Davis).

Reading achievement in 3rd grade is vitally important because comprehension for information text is a new challenge for students. Due to the effort and persistence needed to comprehend text, instruction must address students' motivational as well as their cognitive needs for reading text and learning, the National Center for Technology Innovation (NCTI) has identified

current technology-based approaches that help students with reading disabilities (RDs) develop abilities to read and comprehend text. And the implementation of some computer-based technologies, software programs, and portable computerized devices that support reading outcomes, approaches for improving access to reading print-based books. However, with the increased use of computers in general education classrooms and the increased availability of instructional materials in digital formats, computer-based approaches have become more flexible and therefore are able to address more learning needs of students including the reading needs.

Before starting going profound in the field of improving reading skills at Alicia Guerra School there are some questions that we need to think about, such as:

1- *Is a process established in the school for classroom teachers, and special educators to collaborate on reviewing the possibilities and recommending uses of technology to enhance reading instruction?*

After the evaluation of the features that infer in reading low performance, the teachers that are familiar with the assessment of student´s special needs and the integration of technology in the class for asses different learning styles, they analyze the problem, what's the issue, and which are the possible factors that cause the problematic, after that, starting from those factors, they create a plan to avoid the phenomenon, and see if technology is a good way to strengthen that part of the learning and teaching process

2- *Which technologies (hardware and software) are available in your school to support reading instruction? How are they currently being used? How are teachers prepared to use them effectively?*

Computers are the basic technological device in improving reading skills at the school in which this project developed. It has 11 computers equipped with all the parts needed (mouse, keyboard, speakers, and headphones) and are essential in the process of implementation of this project. The computer is used to boost the apps and to provide information about how they feel using those apps, both, outside and with the support of the parents they will use some specific apps that the teacher will recommend increasing student's motivation and involve them in intensive reading.

3- *Which of the five components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension) need to be strengthened in your school?*

Which technologies can enhance these components? Reading fluency also seems to be problematic for struggling adult readers (Winn, Skinner, Oliver, Hale, & Ziegler, 2006). Mudd (1987) compared struggling adult readers to two groups of reading age-matched children. One group of children included skilled readers whose actual age was less than or equal to their reading age while the other group of children included less skilled readers whose actual age was at least two months' greater than their reading age. Mudd found that the struggling adults read faster than the less skilled children but slower than the more skilled children.

After made the evaluations of the 3rd grade students at Alicia Guerra School, have been identified a low reading comprehension. Reading comprehension also poses a problem for adults struggling with reading. In fact, struggling adult readers have difficulty on a variety of reading comprehension tasks that resemble real-world uses of literacy (Kutner, Greenberg, & Baer, 2006).Chall (1994) hypothesized that adults struggling with reading comprehension may simply lack the basic skills such as word reading, no word reading, and reading fluency necessary to read at a level required for comprehension. Reading comprehension skills and a poor acquisition of vocabulary has been identified in terms of reading material, other thing that the evaluation and the teacher's interviews has manifest is the pronunciation problems that the 3st graders present and the fluency issues, with the intention of correct those weaknesses, during the implementation of this project will be use address activities as focus on the improvement and support of those areas, with different perspective in order to assess each learning style with the use of differentiating instructions.

4- *How is your school providing reading instruction to students who are reading below their grade levels? ESL students? Special needs students? How can technology support teachers in helping these students ?*

This project work in delivering instruction in ways that meet the needs of auditory, visual, and kinesthetic learners. And trying to tap into students' personal interests, to motivate them to read and keep the routine of reading, to comprehend, and add the technology media to complement and assess students with specials needs, and using apps like , Speech with Milo: Sequencing (Improve common narrative comprehension by improving fluency with sequencing (chronological, narrative, etc.), Brain POP Featured Movie (High-quality, animated content with assessment across content areas.), Compare A Twist (Use compare and contrast practice to improve fluency and comprehension, and general academic progress. Teachers can create their own lessons, comparing and contrasting everything from musical genres and cell types to geometric shapes and Shakespearean sonnets.) Etc. Using these apps and programs students feel comfortable and free to develop their reading ability by themselves with the support of the teacher and the computer help.

5- *Is information being provided to parents about how technology can help their children learn to read both at school and at home ?*

All information about students' progress and students' difficulties is provided to parents most of the time in written paper or a face-to-face meeting, with the integration of technology the school has integrate the parents too, to have a biggest coverage of students development, and parents have the idea how to help their kids to want to read or feel motivated while they are reading, and help them in the selection of reading material according to their interest.

By implementing these project students will be benefit in many ways as better writing skills, mental stimulation, comprehension, vocabulary improvement, analytical skill, concentration, better reading skill, entertainment and so on. Also the teacher will be more connected with the student's learning process and assess them using different kind of strategies.

The usage of assistive technology from teachers provide flexible learning experiences and supporting ongoing assessment to students, also can support both students' engagement in the classroom and their independence in completing class activities and assignments.

At Alicia Guerra School, the third graders have been shown a low performance in activities related with reading skills. They have been working with different reading materials in a variety of subjects in which they supposed to demonstrate a level of interest that they already haven't been showing.

In order to investigate the possible causes, a survey, to collect information, has been applied to the teachers of that school who involve reading into their teaching routines. The results of this survey show a list of possible causes of why those third graders have a low performance in reading, some of them are:

The use of traditional methods to teach; traditional teaching is concerned with the teacher being the controller of the learning environment. The traditional teacher views that it is the teacher that causes learning to occur (Novak, 1998).

Nowadays, teachers should be aware of the student's needs, depending on their age and level. It means that every single aspect of the pedagogical practice is based on how to fulfill what those students are required to know.

Teacher objectives must to be clearly defined, in terms of how the teaching is going to be conducted and what specifically is expected from the students. In this way they will feel more comfortable and identified with their learning environment and how the teacher guides them to acquire knowledge.

For many years the educational system and also teachers, have been more interested on results and grades from the student's work, instead of take into account how the students face their learning process and the development achieved. In many cases, students are afraid to fail and get "bad" grades because all the emphasis and effort is based on that. Good students get good grades and vice versa. Sometimes this is not that way, there are many students who are shy or may do not like to be exposed in front of their peers and

because of this they are not so active in classroom activities; it does not mean that they are bad students or are not interested on learning even though they get bad grades.

For those many reasons, it is important to be an open mind teacher who provides an effective learning environment to the students trying to do not label them and getting their best. Also accept suggestions from the colleagues on how to a better teacher and ask for help if needed, is a great option to consider.

Teaching should be focus on skill building, cooperative learning and formative evaluation. Students are open to learn new things all the time, specifically third graders are curious and are facing an age and level in which they want to discover anything around them. Skills could be learned and acquired through the learning process provided for the teachers using the most appropriate strategies and activities to engage the students.

If teachers teach this way, that learning process is going to be more productive allowing the students to apply the knowledge to their real life.

There are many students who learn better from their peers or working in groups to share what they know. They feel more open to ask, refuse or agree with something.

Teachers should offers to students the opportunity to work cooperatively with their partners; through this is possible to assess the students in many aspects such as values (cooperation, responsibility, respect for other's opinion, friendship, etc), critical thinking skills, leadership, etc.

Traditionally, the way of evaluation that teachers use is based on activities and tests which have specific grades or points and the students should to do their best in order to get the best. It is a summative evaluation that sometimes creates problems

in student's performance because their feel pressure from teachers, are afraid to fail or simply the grades they got were not enough. Related to this, a combination of summative and formative evaluation could be helpful. Using formative evaluation, teachers can evaluate the students not being focus only on the grades and results, also giving importance on how the learning process occurs to be aware of the student's strengths and weakness. Students can receive feedback from teachers of how they are doing, what is right and what needs more effort.

The education system has changed so; teachers and students should to do the same, adjusting their roles to what is expected from them in the 21st century.

An inappropriate environment to create interest on students is another reason of the low performance in reading in third graders. Students like to be in classrooms in which they feel comfortable, identified and motivated to learn; in this case third graders require this to be interested and get engage on the learning process.

It is difficult to many teachers to create an appropriate environment for the students, may because of lack of creativity, interest or resources. But is vitally important to offers to students, especially kids and young ones, a classroom in which they could find themselves, look around and see interest things, explore new things inside and discover other outside the classroom.

Classrooms are supposed to be decorated according to the topics, have enough light, a specific sitting arrangement, didactic spaces, etc. Those things should be creative to get the students interested; but remember "not exaggeration", it could have an opposite or negative result. If the classroom is full of decoration, students can be distracted.

On other hand, it is not only about the inside learning environment; teachers also can assign outdoor activities using places in which students can explore and apply the knowledge in many ways.

A number of factors contribute to a positive learning environment for your students. Three of the most important ones are: Core Ideals, Ambience, Expectations and Relativity (http://www.footprintsrecruiting.com/teacher-community/blog/how-create-positive-learning-environment)

Core ideals determine which standards and values are developed in the classroom. These are defined for the teacher and allow the students to know what is expected from them to do and behave.

As mentioned before, ambience is crucial in the creation of a positive learning environment. Teachers can integrate the students in the decoration of the classroom asking them for help and funny ideas. Learning environment should be dynamic.

If students know what they must to do and how to behave as early as possible, classroom management issues are going to be avoided. This is the importance of establish clear classroom expectations.

Relativity allows teachers to learn from their students. Each person has something to teach to others and also learn from them. Teachers do not know everything and is important to be open to learn positive things from everybody.

To continue, **the lack of significant activities** to engage the students on the content presented is another possible cause of the low reading performance of third grade students. Each type of content or information to teach requires the development of some activities to check for understanding, to evaluate the student's learning or may to make the class more dynamic. If teachers try to find class activities in which the students can feel identified becoming the learning process in a funny and interesting experience, the outcomes will be better.

Nowadays, many teachers base their pedagogical practice in patterns used many years ago; but it is necessary to be updated about the changes of the education system and try to fulfill the needs of the present society.

Specifically in reading, teachers have a bunch of options to implement interesting activities to make the students be on task and participate actively. Depending on the topic, type and purpose of the reading, student's interests, objectives of the teacher, etc.; it is possible to develop many types of activities.

The students should be extrinsically motivated to learn, and this is going to be possible if teachers are well prepared to teach a specific level. The level and age of the students, determine how the motivation aspect is conducted and what is appropriate or not to do.

On other hand, after this survey and a continuum observation of those children during their classes and with different teachers by the participants of the project, the motivation is the common factor noticed and discussed. Therefore, this research is designed to involve students into the reading world and show them that reading is an amazing experience that can provide to them knowledge, reflection and passion for a different world. It´s also oriented to chronicle students' acquisition of engagement, motivation, interest and reading skills as they learned concepts in an inquiry context.

The objectives of the present project will be: Implement varieties didactical materials in reading activities; improve skills in reading aloud; develop critical thinking and reading comprehension; increase students writing skills. Starting from the previous objectives presented a number of considerable questions have risen in order to accomplish the objectives of it, such as: what type of didactical materials will be implemented and how will be incorporated those materials with the strategies?

What type of strategies will be integrated to improve reading aloud? How students will develop their critical thinking and reading comprehension? What type of strategies will be introduced to increase students writing skills?

Reading is an essential part of language instruction at every level because it supports learning in multiple ways (Natural Capital Language Resource Center). The learning process is followed by the introduction and application of materials, strategies and special tools (technological devices).

Through the learning process and application of this project some strategies will be used in order to increase student's interest in reading, those strategies will be: allowing time for silent reading, the children will have a specific time to read by themselves during this time they will comprehend, analyze and summarize in their minds what they have read; offering a choice of reading materials, into the reading materials that will be involve in this project some books and comics have been selected to offer students a diversity of resources from which they can choose and enjoy its content; sharing of literature read with and by children, kids will explore the literature world in order to learn about important characters; providing appropriate adult modeling of reading, teachers should model and demonstrate to students how to read some type of reading, for example comics that contain expressions and characters special voices, kids supposed to read using a different intonation; technological resources as Apps and WebPages will be used during the development of the project; WebPages like: http://henryanker.com/, http://mrnussbaum.com/, http://www.ourclassweb.com/sites_for_teachers_readers_workshop.htm, http://www.onlineaudi ostories.com/all_store/the-cat-that-walked-by-himself/, http://www.readwritethink.org/files/resources/interactives/acrostic/, also, Apps that will be used are Kids Learn to Read, Sight Words to Help Kids Read.

Increasing Motivation in Students Reading Skills of 3rd Grade at Alicia Guerra School is a project designed to rising student's motivation in reading skills, through the use of: traditional strategies, but in an innovative way and the implementation of technological resources. This project will be delivered to a group of 10 students of 3rd grade and it will be developed in 6 weeks between March and April 2016. One of the project´s challenge is to use those traditional methods, activities and resources in a more effective way and to involve into the process technological materials that increase student's interest in reading.

The project will receive support from the school teachers´ staff through its implementation. During the application and assess of the strategies, those teachers will introduce into their daily routines some of the proposal strategies included in the development of this project, in order that the effectiveness of the project can be evaluated from different perspectives. Also, the school will be involved of this project: facilitating materials, allowing time for the personal in charge of the project can spend time of the grade established and the institution will allow permission to use the computer lab.

Increasing Motivation in Students Reading Skills´ project will be applied for 6 weeks, as follow: the first and second weeks will involve activities in which students should use and apply their reading comprehension skill that is students will show weaknesses and strengths in reading comprehension, also some technological tools will be introduced; during the third week, students will participate in some activities related with analyze and comparison; the fourth and fifth weeks will implicate technological tools and resources, WebPages and Apps will be used to develop certain abilities to read and also some online games will be explored; the sixth week will include the evaluation of the project's effectiveness. A survey will be applied to the students in order to complete the final data collection.

The Class Learning Profile Template helps you better understand your students by identifying and noting their strengths, weaknesses, and preferences. The idea is to highlight the particular student talents, weaknesses, or interests that could facilitate or hinder the effectiveness of your teaching (*David H. Rose, Anne Meyer, Nicole Strangman and Gabrielle Rappol, 2002).*

All students have different perceptions and are interested in a variety of things; those things depend on their age and level of knowledge. It is crucial for teachers to know and be identified with the needs and interests of their students in order to get the best from them and provide a productive learning process in which the information and knowledge learned can be applied or use in different aspects of their life.

DEVELOPMENTAL PROFILES FOR THIRD GRADE STUDENTS

PHYSICAL DEVELOPMENT

- This is generally a very stable age/stage.

- Small muscle coordination (using muscles of the wrists, hands, and fingers) is consolidating, making reading and writing easier.

- Physical health is usually good with fewer illnesses and reported aches and pains.

- The child typically enjoys rough-and-tumble type activities and may have more accidental injuries-- broken bones, etc.

- Often enjoys "dirty" words or stories, though usually secretive and less comfortable in sharing such things with adults.

- Interest in sexuality continues, but is typically covert (not openly shown). Large muscle coordination (e.g., jumping, running, etc.) has become a "joy" with the child enjoying doing bike tricks, gymnastics moves such as cartwheels, flips, etc. and outdoor activities.

- Physical play may take on gender specific characteristics, but limitations should not necessarily be encouraged (e.g., boys play football, girls dance).

EMOTIONAL DEVELOPMENT

- The child frequently takes on too much, but then grows anxious. In the newly found ability to see self as others might, there is a tendency to over dramatize failure.

- The child frequently has great beginnings and loses steam before completion.

- It is helpful for adults to assist a child's efforts by providing energy toward the end of any project he attempts. This will help the child experience the good feeling that comes from following through with efforts.

- The child has often reached an emotional plateau with fewer fears and has less of a focus on gruesome things and fantasy and instead centers more on reality and truth.

- The child appears ready for any and everything, but the tendency to be easily hurt is close to the surface.

PHILOSOPHICAL/MORAL DEVELOPMENT

- There is typically a real understanding of goodness and badness or right and wrong and child will express a belief that some actions or people are bad and some are good.

- This is generally a time when parents take credit for the behavior and compliance as well as the good nature that is natural for a child this stage.

- Moral reasoning is very black and white, with the focus primarily on self...the reason to avoid doing wrong is to avoid being punished or viewed as bad.

- The Golden Rule notion of treating others as you would like to be treated is beginning to be formed. Children often tattle and express: "That's not fair!"

SOCIAL DEVELOPMENT

- Child is actively growing in terms of social development.

- Being less self-centered, the child is ready for a real relationship with someone other than family members-- usually a "best friend."

- The relationship with at least one parent tends to be strong. The child demands to be personally valued and understood and expresses a need for closeness.

- Sibling relationships usually do not show much change. The new ability to see another's point of view does not usually extend to siblings, so fighting, tattling and jealousy with siblings continue.

- There is a tendency for many children this age to experience envy and possessiveness.

INTELLECTUAL/COGNITIVE DEVELOPMENT

- The child is often fascinated with real world animals, stars, and science in general.

- Children who are behind in school seem willing to relearn tasks missed. Review to firm up previously learned skills will usually be appreciated.

- The child is firmly able to use concrete operations (the ability to use logical reasoning rather than relying on perceptions).

- Can follow a sequence of events, even when they are not linear.

- Child can mentally isolate variables and mentally reassemble variables to solve a problem.

IMPLEMENTING A PROGRAM IN THE CLASSROOM

Generally, teaching strategies help teachers to be more responsive about student's needs and be aware about how students are being prepared to face and play their role within the society.

A teaching strategy will be effective or not depending on how teachers conduct and present them to students. As facilitators they should have an optimistic and respectful attitude to implement any type of strategy to get better results from their students and also to achieve what is expected.

The effectiveness of a strategy will be determined for its appropriate use, it should fulfill the needs of the majority of students not only few ones and be related with the interests, level of knowledge, age and motivation of them.

The strategy to be used with a specific group of students must to be analyzed in order to work with a well selected one.

It does not matter if the strategy is innovative or not, the important point is that it should be adapted to the student's needs. May a teacher can implement a new and dynamic strategy to his or her students, but that strategy is not appropriate for the group; the results are not going to be good. The students can feel less motivated and not to participate actively in their learning process.

To continue, this project is going to show four methods as strategies. These four methods of encouraging students to read are simple because is part of the traditional education but is going to be developed in different ways. Those ways consist in many activities in which students are going to be engaged in the reading time, management of technological resources, use of accessible didactical materials and facilities to learn.

These strategies are: Allowing time for silent reading, providing appropriate adult modeling of reading, sharing of literature read with and by children and Offering choice of reading materials.

ALLOWING TIME FOR SILENT READING

Reading has important function in Third graders because develop the mental cognition, proficiency and crucial factor for a student's future academic success. Also, the students' reading attitudes, motivation, fluency, comprehension, writing skill and so on.

According researchers, silent reading has evolved into a number of different names and definitions during years. Silent Reading is defined as an in-classroom reading activity in which students are given a certain amount of time to silently read self -selected material for pleasure or information as a way of cultivating a love of reading without assessment, skills work, monitoring, or instruction from the teacher (Garan&DeVoogd, 2006; Yoon, 2002).

Silent Reading involves increased collaboration among students and teachers and is defined by the following five characteristics: "Teachers provide guidance in the student's' text selections, students keep records of what they read, students reflect on what they read, and both teacher and students participate in mini -lessons and discussions from time to time" (Trudel, 2007, p. 309).

According researchers, they have shown that when students are given choices in selecting texts, they are more motivated to read. More motivation leads to more time spent on -task reading. Additionally, the theory of self -determination and intrinsic motivation explains that children's' desire to learn is stimulated by a natural curiosity while the self -determination theory suggests that children are motivated when given choice and ownership in what they read. Both theories correlate with cultivating a love of reading. Therefore, silent reading was originally developed to promote a love of reading while simultaneously supporting student achievement in reading (Yoon, 2002).

In addition, under the Constructivist Learning Theory, learning is viewed as an active process and different for each learner. Students often make sense of ideas on their own while the teacher guides learning. Readers actively build comprehension through the texts they read along with prior knowledge, or schemata (Skivey, 1989). In other words, one way to engage students in reading is to allow them to read interesting texts (Yoon, 2002).

According Alison Rosseau 2012, researchers measured students' reading attitudes, motivation, fluency, comprehension, and test scores and the results and conclusions indicated that silent reading is effective in increasing students' reading attitudes. Researchers showed evidence that silent reading increases other areas of students' reading achievement, particularly when silent reading is altered. Recommendations for improving the effectiveness of sustained silent reading include promoting student choice and text variety, conducting more research, and modifying the practice.

PROVIDING APPROPRIATE ADULT MODELING OF READING

This project takes into consideration these strategies to engage the students in a traditional way. When students see teachers doing what they teach that's motivate the majority of students to put in practice what they have learned. This strategy includes methods which the adult uses to build relationships and to create an environment in which children feel secure and confident enough to take risks, to explore, to take part in challenging experiences, and to direct and co-direct their own learning.

In addition, modeling adult's strategy can help the students fluency and comprehension, when teachers read aloud and use appropriate phrasing, expression and pacing the students could get it and use it fluency in a correct way. Also, these aspects of reading for children they begin to develop an understanding not only of the ways that they can use fluency in their own reading, but also the importance of it for reading comprehension and writing during their life.

Adult modeling is essential for helping students, especially those in third grade, develop listening skill, because listening is the ability in which we receive and interpret messages in the communication process.

In addition, when students have listening problem they cannot understand and comprehend the message correctly and it could affect their communication skill.

SHARING OF LITERATURE READ WITH AND BY CHILDREN

It refers to how the learning is shared between students. Cooperative learning is implemented, which is the way the students help their peers to do their work. Conduct the students who finish their work to assist others; and also explain them something they do not understand.

A true cooperative learning experience requires a number of criteria. They are:

- Division of labor among students in the group
- Face-to-face interaction between students
- Assignment of specific roles and duties to students

- Group processing of a task
- Positive interdependence in which students all need to do their assigned duties in order for the task to be completed
- Individual accountability for completing one's own assigned duties
- The development of social skills as a result of cooperative interaction
- Provision of group rewards by the teacher (Advisor)

On other hand, sharing books is a gift that the project offers to third grade students from the time they get in touch with the reading aspect.

The project develop this strategy for many reasons, some of them are:

- Helps to create a special love for books
- Introduces children in a new world by illustrations
- Improve listening skills
- Prepare students to learn to read
- Enriches children's lives
- Give enjoyment to students

HOW TO SHARE BOOKS

- Find a comfortable place to sit
- Recite or sing rhymes from your favorite books
- Turn off other distractions
- Involve students by having him or her point out objects, talk about the pictures, or repeat common words
- Read with expression
- Vary the pace of your reading — slow or fast
- Have students select books to read

And remember…

- Be enthusiastic about books
- Be an example for your students — let her or him see you read books, too
- Keep a wide selection of reading materials
- Be aware of student's reading interests
- Give books as presents

(Rockets)

OFFERING CHOICE OF READING MATERIALS

Reading is an important part of a child's learning process and understanding process. Reading is a way for children to make connections between what they already know, what they read about in books and what they live. These connections help

children understand the world around them. In addition, through books, children are exposed to characters and cultures that they may not otherwise interact with in real life (Department of education, New Jersey 2010).

According those statements, this program will use Offering Choice of Reading Materials Strategy because selecting a book holds the student´s interest about reading and gives them worth discussing with others what they read it is part of becoming a critical reader and help them to have a good proficiency.

In addition, when teachers provide time for students to sample the book choices as they decide which one they want to read, this help them to be focus and discriminate from what they want to read and do during their life.
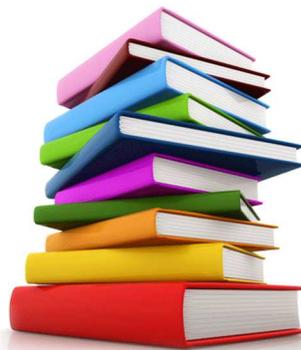
On other hand, when students select what they are interested to read or to do they will be engage with class activities because they are motivated with themselves or intrinsic motivation.

- Also, guiding students to make good choices for themselves, help them to be independent people because they need to think before and then act.

Do you want your students to read more? Let them select what they want to read. This project will use this strategy in order to have all students on task at the same time. Their learning experience is linked to their needs and interests.

According with have been observed, there are many top reasons for letting students choose books and at the same time motivate them:

- When students are given limited choices from a collection of books, it helps improve performance on standardized tests, particularly the reading comprehension.

- If students are free to select what they want to read, they will do it for pleasure.

- Reading what you decide to read, become you better writer.

- Allowing students to select what to read, let teachers to see what their students are interested. Then teachers can alter the lessons and activities to connect with the particular genre.

IMPLEMENTATION PROCESS

This section of the project refers to the process that will be followed in order to implement the strategies mentioned. Those strategies are:

- Allowing time for silent reading
- Provide an appropriate adult modeling of reading
- Sharing of literature read with and by children
- Offering a choice of reading materials

During the implementation of this project, 6 weeks will be spent. Each week is going to be divided in the following way:

- Reading time is going to be 3 days per week; Mondays, Wednesdays and Fridays for 45 minutes each.
- Many activities are going to be developed in which students could be involved in the reading process and emerge them in reading life.
- Technological activities are part of those activities too.

WEEK 1

ALLOWING TIME FOR SILENT READING

The idea of having students read silently for a predetermined amount of time has been very popular within early childhood education,this concept is almost laughable within the whole education; students need to have silent sustained reading in order for them to improve academically in a variety of ways. It is easy to think that reading for enjoyment has only an entertainment purpose, but there are more benefits than entertainment when students read what they like in a silent way.

PROJECT ACTION PLAN (WEEK 1)

DAY 1

Teacher is going to introduce the day class by talking about of reading importance, asking questions about why they think is important to read every day in their childhood and how that can help them in their future life. Also if they like to read, why and why not, which type of book they are interested on, and so on.

Then the teacher will communicate the students how the lesson is going to be conducted, explain a little bit about silent reading and show them the book that is going to be read that week.

The first day (Monday), students will read **“Mary la Estrellita de mar”** book, the reading time is 15 minutes. Each student sits alone and in silence spends the time reading carefully in order to comprehend better what the book is about.

 After that, each student should to say to their partners what they like the most about the book, and what they don't like. Then, the teacher gives the opportunity to students to freely say their perception of the book in front of the class.

The activity mentioned before is called "Think pare share" which consist in a collaborative learning way allowing students to work together and solve problems or answers questions about an assigned reading. It is used with small groups and after reading. This activity requires:

1. Think individually about teacher requirements
2. Share ideas with peers or with the whole class

This project uses this activity because maximize the participation, focus attention and engage students in comprehending reading materials.

DAY 2

During the second day (Wednesday) the teacher reminds to the students about the past class, name of the book read, what they did, plot summary, etc. in order to make them get on task and engage with the reading activities developed.

The students are going to continue reading the book for 15 minutes more.

A short and simple essay about what they have been read will be asked for the teacher to students to do. In the essay, they will write about the book plot, characters and its relationship with the real life, also say if they have been experienced any situation from the book and which character they feel identified with. The essay will be done at the computer lab by typing it.

In the short essay, the teacher will take into account the student´s written production and grammar, vocabulary and way of expression in order to assess how they are growing and learning.

DAY 3

The last day (Friday) the book is going to be read completely until the end, may it be necessary a little more time (20 or 25 minutes) of reading. The teacher motivates the students to continue reading and be interested to know how the story ends using persuasive words.

The activity of the day consists in make the students are in pairs to create a "funny final" for the book different from the real one. The intention of this activity is to see the reading comprehension, creativity and production's capacity of the students, also have fun during the learning process. Each pair of students is going to present their work to the rest of the class.

SHARING OF LITERATURE READ WITH AND BY CHILDREN

PROJECT ACTION PLAN (WEEK 2)

This project sees this strategy as a good real tool to be implemented in the classroom; it refers to how the learning is shared between students. Cooperative learning is implemented, which is the way the students help their peers to do their work. Conduct the students who finish their work to assist others; and also explain them something they do not understand. This is a positive aspect that this strategy brings us and this is why this project takes into consideration.

DAY 1

Teacher is going to start the class sharing mini cookies with the students; while they are eating the teacher is going to ask questions about this mini activity as why they think share is important, how people share and what could be shared.

The teacher is going to divide the class into groups of 4; each group will read a different short book. After the reading, each group will select a member to switch to other group and share what their book was about. Then, the groups should to share to the rest of the class what the other group member told them about their book.

The groups will have the opportunity to add information if another one missed something about the story read.

BOOKS

- Cindy, la Patrulla Recicladora
- Super Niños
- El Abeto
- Las mariposas y la lluvia acida
- El rey Midas

DAY 2

The class will start creating a scenario in which the teacher is going to read a real situation of and the students should to think deeply about it. Then the teacher will ask them what their perspective of that situation is and propose possible solutions.

After that, the teacher ask to students to get in groups of 5, gives to them some sheets of paper containing short case studies; each group will have one. They should to read it carefully and analyze them in order to provide possible solutions or alternatives. Those alternatives will be presented to the rest of the class. They could select someone from the group to be the speaker.

Group 1
Physical bullying: Whenever Javier sits on his favorite bench on the playground, David tells his friends, "Watch this." David walks over to the bench and sits right next to Javier. Then he uses his body to push Javier off the end of the bench and onto the ground. David and his friends laugh at Javier, and Javier starts to cry (EDC, 2013)

Group 2
Verbal bullying: Grace visited the zoo last weekend and afterward she started calling the children in her playgroup by animal names. Grace called Erin "Hippo." Erin's face got red, and she left the playgroup to play by herself. Now, whenever Erin tries to rejoin the playgroup, Grace and some of the other kids call out, "Erin is a hippo," which makes Erin very unhappy. (EDC, 2013)

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Group 3

Relational bullying: Shaquilla told her friends to stay away from Penny because "Penny isn't cool." Now, whenever Penny tries to play with Shaquilla or one of her friends, they say, "No, we're too busy." Penny feels left out and doesn't know why they won't play with her. (EDC, 2013)

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Group 4

Relational and physical bullying: Stacy is the taller and thinner student in the classroom. Her partners used to bother her for her appearance and also, they avoid to share with her. She feels sad and angry. Sometimes she reacts a little aggressive because of their partners make fun about her. She feels worried because does not want to finish the school year that way. (EDC, 2013)

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DAY 3

The teacher introduces the goal and description of the activity. This day the students are going to work in groups of 4. The teacher is going to provide 4 sheets of paper identified with a letter (A, B, C, D), each one is about a different topic but have something even though they are independent.

Each group will have one paper, read it in 5 minutes and write a summary or sentence of what that paper was about; then switch the paper with another group and do the same until each group have read the four papers.

At the end, each group should to write down what those four topics have in common and why. Their perceptions will be presented to the rest of the class in order to see if they coincide.

The intention of this activity is to know the level of comprehension of the students and their critical thinking abilities. Also provides students with opportunities to deepen their learning by applying concepts and articulating new knowledge and allows the instructor feedback about the students' learning.

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A

Recycling Basics

Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit your community and the environment.

Benefits of Recycling

1 Reduces the amount of waste sent to landfills and incinerators
2 Conserves natural resources such as timber, water, and minerals
3 Prevents pollution by reducing the need to collect new raw materials
5 Reduces greenhouse gas emissions that contribute to global climate change
6 Helps sustain the environment for future generations

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B

What is Pollution?

Pollution, we hear it every other day at school, college and read about it in newspapers. So what is it? Pollution occurs when pollutants contaminate the natural surroundings; which brings about changes that affect our normal lifestyles adversely. Pollutants are the key elements or components of pollution which are generally waste materials of different forms. Pollution disturbs our ecosystem and the balance in the environment. With modernization and development in our lives pollution has reached its peak; giving rise to global warming and human illness.

C

Animal habits

Animals require different amounts of space. Habitats can be big like a forest or they can be much smaller like a burrow. Some animals defend a huge territory or roam over a large area. Some other animals need only a small amount of space and can put up with neighbors that live close by.

Different animals need different habitats. A fish, for example, needs clean water in which to live. A grasshopper, however, needs a big space where it can hop and a variety of leaves that it can eat.

PROJECT ACTION PLAN (WEEK 3)

D

The Importance of Plants

The importance of plants to humans and just about all other life on Earth is staggering. Life as we know it would not be possible without plants. Why are plants so important? Plants supply food to nearly all terrestrial organisms, including humans. We eat either plants or other organisms that eat plants.

Plants maintain the atmosphere. They produce oxygen and absorb carbon dioxide during photosynthesis. Oxygen is essential for cellular respiration for all aerobic organisms. It also maintains the ozone layer that helps protect Earth's life from damaging UV radiation. Removal of carbon dioxide from the atmosphere reduces the greenhouse effect and global warming.

PROVIDE APPROPRIATE ADULT MODELING OF READING

DAY 1

The beginning of the class consists in make a circle with the students. The teacher will read aloud a big book using an appropriate intonation according with the situation and characters of the story, changing the voice tone, expressing gestures and emotions, moving around the classroom, etc. The book has many big pictures which the teacher will show to the students while reading.

After that, the teacher will have a box with cards in which are written the character's name. One student should to pick one and act out what that character did on the story; the rest of the students must to guess who is and describe some aspects of his/her personality. Finally the students will write something short about the character they like the most and explain why.

Free writing can offer students a way to discover the sound of their voice on paper or electronic devices. It can offer the experience of turning endless thoughts into a wonderfully written prose just by pure candidness. It can offer a new outlet for emotions, and last but not least, it can offer students a new level of pride in their own writing.

DAY 2

Before start the class the teacher will review the last activity and the students will write a reflection about the story, after that they will move to the computer Lab there the students will turn on the computer and will go to the http://www.mundoprimaria.com/fabulas-para-ninos/ and will read the fable "El Tigre Hambriento y el Zorro Astuto", before the students read the book the teacher will read the text aloud with the appropriate tone of voice and mood. After students read the text the teacher will give them a rubric and they will fill it.

DAY 3

The teacher will explain the importance of reading in the 21t century and which skills can be used to develop the reading strategies the 4 C´s (collaboration, critical thinking, creativity and communication) and will give example of these, after that the teacher will ask about the last class, and if they know what is a fable, as students respond the teacher will help them to construct a definition for them understand better of what is a fable, the teacher will bring to the class "The secret box" which consist in a closed box, in that "secret box" there will be different kinds of fruits, the students will create four groups of five, each group will have a leader and the leader will pick up four fruits from the box and will bring to the table group, then they will write a fable and a song about the fruits that they have, after every groups has finish they will read the story and sing the song for the class.

OFFERING A CHOICE OF READING MATERIALS

PROJECT ACTION PLAN (WEEK 4)

DAY 1

Before to start the class, the teacher is going to ask about the last book that they read and what things liked and learned from that story. Then, she/he will introduce the strategy explaining its purposes. After that, she/he going to present different short books and they need to select what they want to read.

When the students select what to read, the teacher will give to them fifteen minutes to read it. Finished the fifteen minutes, they need to share what impacted them from the story. After this, the teacher will make an activity which is: Storyteller Activity.

Storyteller Activity help students to keep in their thoughts in order as he/she creates stories and fleshes them out starting with the beginning and continuing all the way through to the end.

THE ACTIVITY´S STEPS

1. Have the students use a marker to divide a sheet of paper into four sections.

2. Ask them to write the following words in the boxes (the words should be in order from top to bottom, left to right): First, Next, Then, Finally.

3. Have them think of the story that they were reading during the fifteen minutes. Encourage them to think of something that has happened to the story. They should write down notes on a separate sheet of paper.

4. Ask them to begin their story using the word already written in the box. They should have at least 3 sentences per box to help move their story forward. The first box should set up their stories; the second box will further the story and create suspense or a dilemma. The third box will resolve the dilemma and explain how it was resolved. The fourth box completes the story and may include further results or effects of what happened.

5. Encourage them to use descriptive words and create action to help further their story.

6. Have them read the story aloud when they finish. Do they think it sounds like a complete story? Does everything make sense to them? Are there any sentences they need to edit or remove?

7. When they finishes, have them read their story to friends or family.
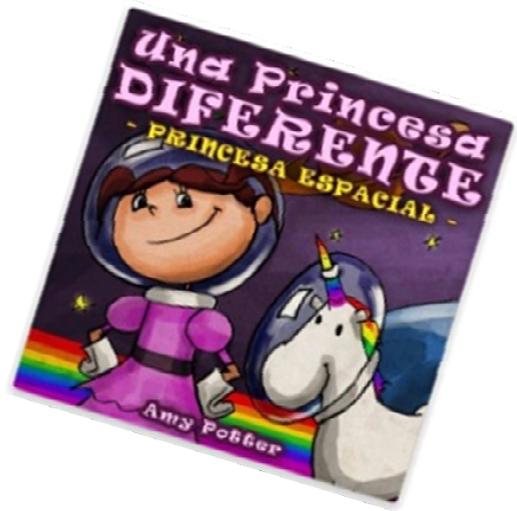
DAY 2:

It will be the last day and the teacher will spend 45 minutes in a **Role Play** it will be the last project. **The Role Play Activities:**

Give students the opportunity to assume the role of a person or act out a given situation from the books read before. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Role plays engage students in real-life situations or scenarios that can be "stressful, unfamiliar, complex, or controversial" which requires them to examine personal feelings toward others and their circumstances (Bonwell&Eison, 1991, p.47).

The teacher will bring variety of costumes in a box after this the students need to select a costume. Then, the teacher is going to divide the classroom in some groups of 4 students; they need to write down their own dialog or story with good values, that part will spend 10 minutes. Later, the teacher is going to share sheet of paper with numbers from 1-5. According to the number that they got it will be the group presentation order.

Later, the groups should to make the story that they created and the rest of the group need to pay attention. At the end, all the class with the teacher need to reflect from the story´s presentation groups and teacher is going to **share a snack** for their effort during the week and their presentation.

This is a real lesson plan applied from the first week until the fourth one. In this way the teacher should to organize all the activities to have a summary of what is intended to do. Example shown below:

THE ACTIVITY´S STEPS

After this activity, the teacher is going to guide the students to the computer lab and she/he will show them a web page (http://teacher.scholastic.com/activities/scrapbook/) in which they should to create a character they like, imagine or may they want to be using the tools provided in the page. After that, they are going to present their character and explain what it is that about and why they created it that way.

DAY 3

TOPIC

Using my Imagination!

GOAL

Students will be able to Increase their Motivation and Imagination

OBJECTIVES

- Write down their dialogs
- Make reflections

THE ROLE PLAY ACTIVITY

It will be the last day and the teacher will spend 45 minutes in a Role Play it will be the last project. The teacher will bring variety of costumes in a box after this; the students need to select a costume. Then, the teacher going to divide the classroom in some groups of 4 students after this, they need to write down their own dialog or story with good values that part will spend 10 minutes. Later, the teacher going to share sheet of paper with a number from 1-5. According the number that they got it will be the group presentation order.

Later, the groups should to make the story that they created and the rest of the group need to pain attention. At the end, all the class with the teacher need to reflect from the story´s presentation groups and teacher going to share a snack for their effort during the week and their presentation.

RESOURCES

1. Variety of Costumes
2. Papers
3. Pencils
4. Snacks
5. Crayons
6. Scissors
7. Radio
8. Video tape
9. White board
10. Projector

WEEK 5

EVALUATION PROCESS

This week is just based on assess the students` learning process and its motivation about reading. Formative assessment will be used in the activities developed in this project.

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. (Center, 2008)

DAY 1

The students will go to the computer lab when the teacher is going to show them on the projector a picture of every book cover read during the previous 4 weeks. The students will be divided in groups of 5 and should to select which book they liked the most. After that, they will choose one of these activities to do: poems, songs, essays, conversations, dramatizations, new stories, acrostics or riddles, about the book selected.

At the end, they should to present it to the class.

DAY 2

This day the assessment is based on the creation of short stories using the imagination and what they have learned during previous weeks. The students are going to be into the same groups of the day before and should to type the story in the computer. The story will follow a pattern of beginning, climax and ending.

Also they could make drawings representing the scenes of their story in a template given by the teacher.

The next day, the teacher is going to prepare a Reading Fair in which the students will present their story using costumes, decoration, sound, projectors, etc. the teacher will help the students on everything they need to do it providing them extra support if it is necessary.

The Reading Fair will have guests from other grades to see what they have created. Also they will have a snack to have fun after the presentation.

DAY 3

During this week the teacher is going to report what he/she observed in the process, how the students growth and their level of motivation about reading.

The evaluation is going to be measured through a rubric applied at the beginning of the process and at the end in order to see their level motivation and academic development since the first day until the last one.

The rubric is a simple tool to assess specific factors as reading comprehension, critical thinking, motivation, written production and technological skills. Show below:

Legend: A) Motivation   B) Critical Thinking
         C) Technological skills   D) Reading comprehension

The observation was did day after day taking into account reading comprehension, critical thinking, collaboration, creativity, communication, use of technology, motivation, innovation, writing skills, aloud reading, etc. Also how the students got engage in the activities during the implementation process using the strategies: Allowing time for silent reading, appropriate adult modeling of reading, sharing of literature read with and by children and offering a choice of reading materials.

The capacity of the students to infer, look for key words, skimming, determine main ideas, creation of new stories, make connections, expansion of the vocabulary, provide solutions, paraphrasing, predicting, guessing, etc.

On other hand, the teacher observed that students start this process with a low interest because they don't used to read enthusiastically and for their own choice. Their reading time used to be bored and extended for that grade as consequence of lack implementation of strategies to motivate them, get engage and have fun during the reading process.

Third grade students showed low performance in reading, weakness in the abilities to read aloud and to comprehend texts. Also their interests about books were in low level; they see them as more things to do and not as didactical tool to be involved in a new world and explore different environments and people which who they could feel identified or be related with their real life.

Day after day the students were showing an increase in the motivation and participation in the activities. They felt interested on how the strategies were implemented, the creativity of the activities in which they could share with their partners and use their imagination to create. Their level of written and oral production was better.
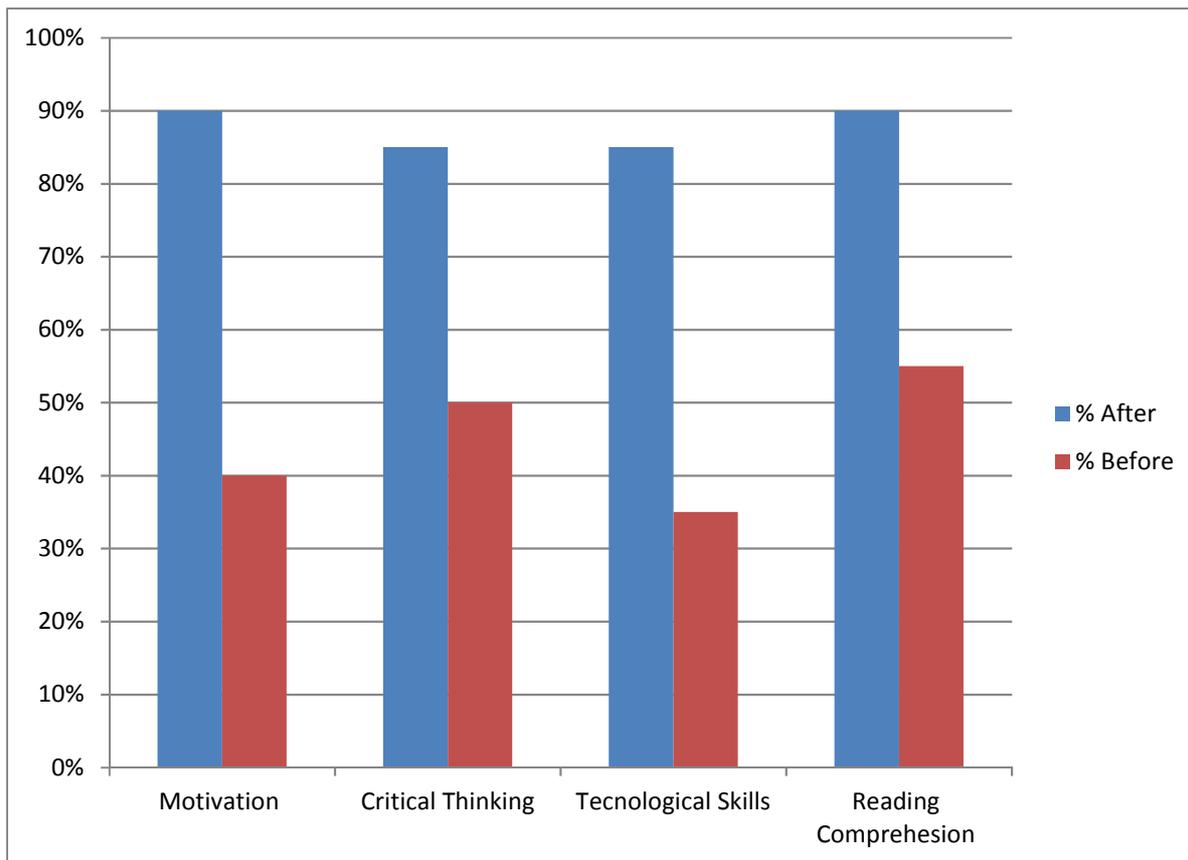
In their oral and written performance they putted in practice what they have learned about vocabulary in both inside and outside the classroom.

At the end of the process the students were benefit in many ways as; better writing skills, mental stimulation, comprehension, vocabulary improvement, analytical skills, concentration, better reading skills and entertainment.

To add, they exhibited initiative to read, it means that they asked the teacher what new is going to happen one specific day. They decide by themselves their group work according their preferences about stories and type of books.

The process was dynamic and helpful for the improvement in student`s reading abilities. The results were appropriate and how were expected.

Graphic example of how the results will be presented below. This graphic represents the level of the student´s reading skills before and after the process.

CONCLUSION

"Third grade marks a critical turning point in children's education, when they shift from "learning to read" to "reading to learn." Children who cannot read proficiently by the third grade, or who lack solid math and social skills, will struggle to master more demanding academic content in later grades, falling further and further behind. Achievement in third grade is a strong predictor of children's later academic and life outcomes" (Mead, 2009, para.5).

The implementation of this project will be significant in the student's reading habits because it is focus on increase the student's reading motivation. The outcomes will depend on the teacher's practical pedagogy and the pedagogical resources that they use to achieve the goals.

This project is useful in terms of the activities the students can do, such as share their ideas, opinions and socialize with their partners. It will develop the comprehension skill and critical thinking during the application. In addition, the student's selection of the books to read will help them to boost their reading ability and improve the relationship between teacher-student.

Other factor that makes this project meaningful is the use of technology during the experience time to motivate and stimulate reading comprehension, strategies and the production after reading, the use of technological resources that catch the motivation and interest of the students to maintain them in the reading process without stressing them.

Teaching children to read is both exciting and challenging. It is exciting because the gratification that comes from seeing a beginning reader pick up a book and read on his/her own is like no other experience a teacher can have. It is exciting to see older students become mature and accomplished readers. Teaching reading is challenging because there is so much knowledge that we have gained over the decades and knowing how to use this knowledge becomes critical. Teaching reading is challenging because it is controversial, especially at the beginning levels of instruction.

Much of the controversy about beginning reading has focused around phonics and decoding and how these jobs of re a d i n g should be taught. Teaching reading is challenging because even with all the knowledge we have, t h e re are still many questions that we are unable to answer.

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ANEXO

Third graders at Alicia Guerra School during reading time.

Alicia Guerra School

Alicia Guerra School´s Logo

Computer Lab at Alicia Guerra School

INTERVIEW FOR TEACHERS

Responds to the inquiries with the statement that most identify your Reading habits.

1. How do you classify a typical section of Reading time?

   A. Excellent
   B. Good
   C. Intermediate
   D. Bad

2. How do you think the motivation can influence students to learn reading skills?

   A. The motivation is essential because it helps to develop the student's good habits and increase their proficiency by reading.
   B. The motivation increases the critical thinking skill and it helps to develop competences that support student achievement.
   C. The motivation is not important to develop good proficiency and it does not help to improve good critical thinking because the teacher is who guides the students to read whatever book.

3. What type of materials do you use during this section and why do you use those resources?

   A. Books, Comics and Fables
   B. Newspaper, Magazines and Comics
   C. Novels, Magazines and Fables
   D. Other: _____
       Why I use them: _____

4. Do you think these types of materials motivate your students to read?

   A. Yes, because they feel comfortable and they are engaged to participate
   B. Yes, because they participate and read what I assign
   C. Yes, but they do it as an obligation

5. What type of strategies do you use to improve students motivation to read?

   A. Read aloud and share what you learned
   B. Read in silent and analyze what you read
   C. Read a book and make role plays from the story
   D. Others:

6. What are the weaknesses showed by your students in reading?

   A. Minimal and ofteninappropriatehelp
   B. Reading comprehension
   C. Lack of motivation

7. What are the strengths shown by your students in reading?

   A. Self- organized and interest
   B. Extended vocabulary
   C. Open mind and discipline
   D. Others:

8. What is the most challenging about maintaining students reading motivation?

   A. Get the students attention and interest
   B. Students read by themselves
   C. Students reading comprehension

RESULTS

Most of the answers were A:

The reading time on this classroom presents great characteristics and provides an interesting environment in which the students can feel motivated and improve their reading skills.

Most of the answers were B:

Reading is developed appropriately and the students feel interested on learning new things, but it is necessary to improve the motivation in order to get better results.

Most of the answers were C:

Lack of motivation and inappropriate environment to create interest on students to read, are presented. The suggestion is to work hard on increase the student's motivation and apply different strategies to.

READING INTEREST SURVEY FOR KIDS

Responds to the inquiries with the statement that most identify your Reading habits.

What type of activity do you like the most while reading?

   a. Read alone
   b. Read in groups
   c. Listen when someone read to me
   d. Have a variety of reading materials

I enjoy the most to:

   a. Write about I read
   b. Share my ideas about the reading
   c. Create story
   d. impressions
   e. Readfiction and nonfictionbooks

I feel comfortable when I:
   a. Summarizewhat I read
   b. Make role plays
   c. Analyze the titles of what I read
   d. I read different type of books

I comprehend better what I read when I:

   a. Read individually
   b. Share the reading with my peers
   c. Listen others Reading to me
   d. Relate it to texts read before

Where do you get most of your reading materials?

  a.   Library
  b.   Friends
  c.   Teacher
  d.   Online

What type of stories do you like to read about?

  a.   Faraway places
  b.   Crow dedcities
  c.   People like me
  d.   Celebrities